

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a tool to communicate with each other. English language is an international language that is used by people around the world. In Indonesia, English is implemented as a foreign language. Indonesian students learn English as a foreign language because it becomes a subject in the school. English language has four skills such as reading, speaking, listening, and writing. Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level (Javed, Juan, and Nazli, 2013). According to Geminastiti (2016, p. 170), communicating in written words is easier than communicating orally. The writing skill is more complicated than that of other language skills. It mentions in the Al-quran surah Al-Anbiya (105):

وَلَقَدْ كَتَبْنَا فِي الزَّبُورِ مِنْ بَعْدِ الذِّكْرِ أَنَّ الْأَرْضَ يَرِثُهَا عِبَادِيَ  
الصَّالِحُونَ

In this verse, Ibn Kathir (2003, v. 6 p. 509) interprets that Az-Zabur (psalms) means the Book which comes after Adh-Dhikr. Adh-Dhikr is the Mother of the Book (Umm Al-Kitab) which is with Allah. Allah has written knowledge in the Book. He will enter his righteous servants into heaven. It is concluded that it will be useful for us and others.

Writing skill is very important for every student for learning English language. Through the mastery of writing skills, students can convey the ideas, thought, feelings, and emotions to other in writing. It is said in the Al-quran surah Thaha:

قَالَ عَلَّمَهَا عِنْدَ رَبِّي فِي لَكِتَابٍ يَضِلُّ رَبِّي وَلَا يَنْسَى (٥٢)

In this verse, Ibn Kathir (2003, p. 349) interprets that Allah knows precisely what happened to generations of old and He will gave them just recompense for their deeds, as is written in Allah's Book (of decrees). This Book is called Al-Lawh Al-Mahfuzh. It is concluded that it is important for us to write something like knowledge in a book so that people in future know what happened in the past.

Writing is one of basic skills of English language. It is generally considered one of the most difficult skills for foreign language students. According to Javed, et.al (2013), the ESL teachers include writing skills in the syllabus because this is an essential element for students' academic success. Kellogg (2008) mentioned that writing helps to 1) reinforce the grammatical structure, 2) enhance the vocabularies of students, 3) and assist other language skills such as reading, listening, and speaking.

Good writing skill is important because almost all parts of activities in teaching and learning process of English language involve writing, such as writing letter, describing, narrative text, procedure text, report text, etc.

Therefore, it can be said that the writing skill is very important. However, The ability of students in writing is still low. They still have many problems in writing, such as spelling, punctuation, structure, vocabulary, word choice, idea, etc. Some students do not even know what they will and should write. Their interest and motivation in writing is still low. They think that writing is a difficult thing (Geminastiti, 2016, p. 170).

According to Muslim (2014), students nowadays have very little interest in writing while writing is so important to equip the education requirement. To solve this problem, we need a strategy that is capable of building writing skill. According to Pennington (2004), technologies for writing that facilitate the flexible manipulation of text enable drafting and redrafting to occur easily, and the final product may be presented to a professional standard. One of the chosen strategies to provide a media in teaching and learning process of writing involve *instagram* to improve students' interest and motivation in writing.

Al Ali (2014, p. 3) in his research, explored the possible use of *instagram* as a language learning tool. Moreover, Handayani (2014, p. 26) added that using *instagram* in the classroom is a great idea. *Instagram* can become a great educational tool that makes the educational process unique, interesting, and insightful. Salomon (2013, p. 408) added at that, we had more success connecting with our students and engaging in teaching and learning on *instagram* than on any other social network we use.

Among all innovation and technologies, utilizing mobile phones and their various applications have been recognized in language teaching and learning as a new approach. Most of students have mobile phones with several facilitates and can be used for acquiring a language. It can be stable and attract activity for students (Simin, 2016, p. 50). The various applications of social networks such as Instagram, Facebook, Twitter, etc. can affect the behavior and academic performance of the students (Desmal, 2017, p. 1).

The popularity of social media is also felt by young people including students. Students might spend their time almost around the clock to use social media via their laptops or mobile devices. They may have their own account to interact with their friends and to have social interaction among people. Therefore, this popularity can be adapted by the teacher to develop some activities in language learning. Teachers can actively use same tools to keep in touch with students or to organize activities online (Handayani, 2016, p. 320).

Handayani (2016, p. 320) added there are several reasons to use social media in the classroom. First, its content supports teaching and learning in a lifelong learning scale; it contributes to fairness and inclusion and increases standards on higher education institutions to improve the quality and availability of their course content. Second, social media gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content from

which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning. Third, social media is a network that connects students with one another, and to their teachers, allowing them to share their knowledge and at the same time have access to specific and targeted knowledge in a given field of interest. Finally, social media makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources and gathering the expertise of a group of people working towards a common objective.

From those reasons, It can be stated that social media is an effective tool to be used by the teachers in the classroom. Social media is familiar for the students. They are already using them for purposes that include the social and the educational tools. It is also authentic which brings learning outside the classroom. By connecting learning with the rest of the world makes learning becomes motivational and fun. Students can interact in peers, student-teachers, and among people in the world to achieve goals of language learning.

Some students have successful findings and support further research regarding learners' attitude towards the use of SNSs as a language learning tool (Kelly, 2015, p. 2). The activity of using instagram as a language learning tool usually done by young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of arranging topics learned in class in real life

environment. Also, young learners' habit with instagram can be seen as luck; integrating unfamiliar tools into a learning activity can relieve possible stress (Al-Ali, 2014, p. 3).

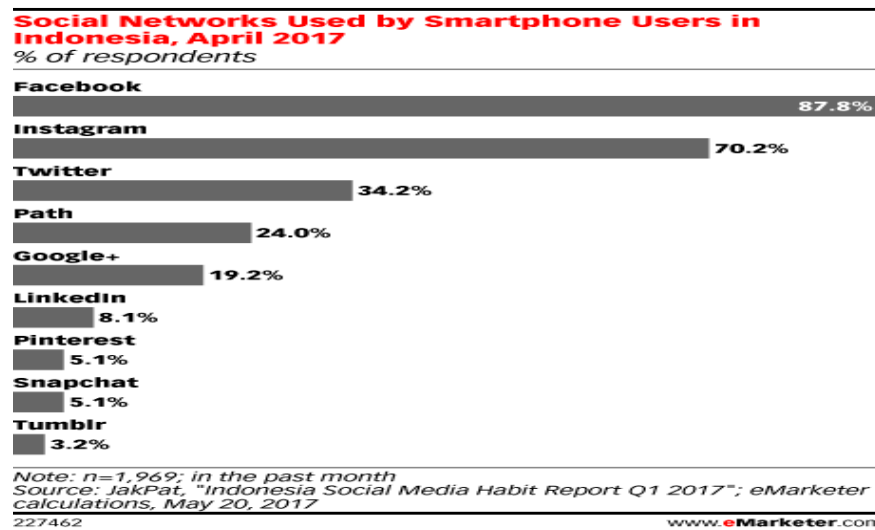
Nowadays, we know that writing skill is still ignored. According to Listiani (2016, p. 2), the reality of this present situation is that writing is not a main aspect in a test. A test tends to use multiple choices from than essay from to measure deep comprehension on the lesson. That is why, Listiani (2016, p. 2) implied that limited test form, such us multiple choice are one of the reasons why students are not trained to develop their thought, to express their ideas, or even to practice using correct grammar. Thus, writing should be a habit. Students should be taught to write something. They can open their mind by writing, convey their opinion about something, or tell the readers what their experiences (Listiani, 2016, p. 2). The problem Listiani (2016) mentioned is also found in MTsN 3 Banjarmasin. The students at MTsN 3 Banjarmasin seldom write in English. They write English language only if they are asked to answer assignments and homework in English. They write it just in their books. Therefore, the students are not accustomed to open their mind and develop their writing skill.

Amin (2016, p. 113) in his research about *Learning English as a Second language through Social Media Saudi Arabian Tertiary Context* stated that social media has made it possible for a more flexible language learning experience, in which it gives more control in guiding the students.

Meanwhile, some expert such as Handayani (2106, p. 321) stated that social media is an effective tool to be used by teachers in the classroom and it is familiar for students. Moreover, they are using social media for their purposes either social or educational. Desmal (2017, p. 1) added one of benefits of social media to enrich communication between the academic facilitates with the students and also for the educational process. Jazila and Redza said in their research about the internet or that we know social media is not only as purpose of communication, but also provides information and knowledge in which users can exploit for educational purposes. Social media have enough capacity for a great official education matching the social contexts of learning and promoting critical thinking in learners (Handayani, 2017)

It is proved that social media such as facebook, instagram, twitter, blogs, whatsApp may help to improve students' writing skill. Social media will make students have chance to practice their writing skill. Students are afforded the chance to practice spelling, grammar, and sentence structure, and are likely to be more careful about their writing if they know that the whole world can see.

A research shows about users of social media in Indonesia.



This picture shows about social network used by smartphone users in Indonesia on April 2017. The data shows that the highest position that users in Indonesia is facebook 87.8%, the second position is instagram 70.2% and the last position is tumblr 3.3%. It is the ranking of social network used in Indonesia.

To support this goal, researcher uses social media especially instagram to improve students' writing skill. It is appropriate with the students in MTsN 3 Banjarmasin. Because, almost of students have instagram. So, it is possible to do the research in the school. The researcher can create meaningful activity to teach writing provide by instagram. Instagram, for example is believed by Handayani (2016) to be able to used an inspiration that can serve as prompt for students' writing. Teacher can post an interesting picture and asked students write caption.

Equipped with dominantly pictures, instagram is the most helpful to improve ability in writing descriptive text and recount text. Instagram helps students to describe the pictures that provided by the teacher.



However, the pictures appropriate with the condition of students. Instagram helps students to feel passed experiences based on the picture that provide by researcher. The pictures appropriate with the condition of students.

Based on the background information above, the writer is interested to observe and analyze the effectiveness of instagram improving the writing skill of students of MTsN 3 Banjarmasin especially on the eighth graders. This research is entitled: *“The Effectiveness of Instagram in Improving Students’ Writing Skill at the Eight Grade of MTsN 3 Banjarmasin”*.

## **B. Research Questions**

The research questions of this research that will be investigated are as follows:

1. How is the students’ ability in writing descriptive text and recount text in experiment class before and after using Instagram?
2. How is the effectiveness of Instagram in improving students’ ability in writing descriptive text and recount text?

## **C. Objective of Study**

Based on the research questions, this study intended to:

1. To know the students’ ability in writing descriptive text and recount text in experiment class before and after using Instagram.
2. To know the effectiveness of Instagram in improving students’ ability in writing descriptive text and recount text.

#### **D. Significance of Study**

The results which are going to be achieved in this research are expected to contribute to:

1. Give a significant inspiration to the teachers in improving students' writing skill by instagram.
2. Give significant contribution to the next researchers who are interested to observed about improving writing ability using social media especially instagram.

#### **E. Hypotheses**

There are two hypotheses in this research:

1. Null Hypotheses ( $H_0$ )

There is no significance in students' achievement in writing descriptive text and recount text by using Instagram.

2. Alternative Hypotheses ( $H_a$ )

There is significance in students' achievement in writing descriptive text and recount text by using Instagram.

#### **F. Definition of Key Terms**

To avoid misunderstanding towards the title of this research, the writer will describe the key terms as follows:

1. *Instagram* as a learning tool which in the classroom can be used by teacher to post an interesting picture in Instagram and ask students to write a caption for writing activities. Instagram can be used an inspiration fairy that can serve as prompt for students' writing.

2. Writing skill is one of basic skills of the English language. Writing is known as productive skill (Javed, Juan, and Nazli, 2013). In particular, in this research of writing skill is students' skill of writing in descriptive text and recount text from pictures uploaded on instagram.
3. Descriptive text is writing about characteristic features of particular thing (Utami: 2104). However, in this research, descriptive text is done by describing the picture that the prepared by teacher to distribute for the students on Instagram.
4. Recount text is a text that retells the past event or experience. However, this research Recount text is retells the past event or experience from picture that the prepared by teacher to distribute for the students on Instagram.